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high appreciation of the teacher's calling, a sense of the capital importance of secondary education for the entire fabric of our civilization, and a personal experience in every grade of teaching from the primary through the secondary schools to the college and university. If, however, the editor can succeed in making **THE SCHOOL REVIEW** the embodiment of his own ideal of a journal of secondary education, no apology will be needed either for his duty or its existence.

—*J. G. Schurman.*

The Teacher as a Professional Expert.

Nearly fifty years ago an eminent professor of Harvard University, then occupying the chair of History, got into a controversy over an article which he had written about a popular hero ; although his criticism was probably just, the feeling against him was so strong that it was deemed expedient to transfer him to the chair of "Natural Religion and Moral Philosophy." A squib expressed the popular feeling on the subject as follows : "Professor B. has been a Professor of History because he did not know history ; but is now a Professor of Morals because he cannot tell the truth."

The anecdote illustrates the lack of confidence of Americans in professional teachers ; but the same feeling exists toward many other professions. For instance, when it became necessary to erect a capitol for the nation in 1800 it was designed, says Henry Adams "by Dr. William Thornton, an English physician, who in the course of two weeks study at the Philadelphia Library gained enough knowledge of architecture to draw an exterior elevation. But when Thornton was forced to look for some one to help him out of the difficulty, Jefferson could find no competent native American and sent for Latrobe. Jefferson considered himself a better architect than either of them and had he been a professor of *materia medica* at Columbia College the public would have accepted his claim as reasonable." Wherever we turn we find the same notion that even in technical matters one man is as good as another ; house painters design buildings, surveyors build bridges, and war correspondents write history. Even when we touch the most delicate and complicated of all the

machinery of government, we find deeply imbedded in the popular mind the principle of rotation in office ; that is, Americans hold not only the belief that the inexperienced man is as good as the expert, but the conviction that he is a great deal better.

For this state of things there are two principal reasons. In the development of a new country men have had to be masters of many trades ; and the man who could clear land, break oxen, build a wagon, shoe a horse, repair a roof, keep a tavern, and settle a dispute, not unnaturally felt that he could also invent cotton machinery, make laws and teach school. The division and sub-division of labor must eventually break up this idea that any man can do anything. The other cause is one which tends rather to grow than to diminish ; it is hard for Americans to understand that it is possible for men to be politically equal while intellectually unequal. The "practical man" considers himself an unteachable master in his own field, and at the same time a better judge of professional matters than the expert who has spent his life in acquiring technical knowledge. On the other hand, he has the utmost contempt for any application to his pursuits of those generalities founded on long experience which he calls "theory." Only a few months ago in the enlightened city of Boston the trustees of the Public Library applied their business common sense to the construction of a new building, and declined to consult any experienced librarian as to the suitability of their plans. These practical men have produced a magnificent monument, with insufficient windows, and were able to come within almost a million dollars of their own estimate.

That this is the expressed feeling of the mass of Americans is sufficiently shown by examining the status of the recognized "learned professions." The ministry is the oldest of them, and long the most respected ; yet laymen consider their knowledge of biblical history and philology so adequate that they try for heresy learned scholars who disagree with them. The profession of law was looked on with suspicion and dislike in colonial times, and owes its present standing chiefly to its great influence over legislation, and to the selection of judges from its ranks. No established profession meets with less real consideration than the medical ; a few years ago in the great city of Cleveland the physician with the largest practice was an ignorant German who never showed a diploma and who diagnosed diseases by examin-

ing the palms of his patients' hands. The officers of the army and navy have slowly gained a distinct professional status, and engineers and scientific men are somewhat grudgingly admitted into that category.

What is the teacher's place? How far does the public recognize him as one entitled to confidence and consultation, as one learned in a calling of great benefit to the community? Three illustrations drawn from personal experience may suffice to show how the teachers, the largest body of educated men and women, are regarded. A person, a foreigner, who has for some months rendered practical services in the writer's kitchen, one day asked the lady of the house whether her husband "had any real profession." The wife of another member of the teaching staff in Cambridge, one day remarked that—"she never could see what President Eliot could find to do." A young friend who had been a "professor" in an immature college in the Southwest told me that he thought of "going into the educational business." It appeared that his plan was to start a school, and then personally to "drum" whole cities for patrons—or perhaps one might say, customers.

What is the reason of this attitude toward knowledge? Savages despise experts because they have no conception of any knowledge except that they themselves possess; just as the barbarian Gaul plucked the Roman senator by the beard, out of curiosity. The Romans cared little for learning because they could not see the value of knowledge which was not directly intended to advance the material power and wealth of the nation. Americans are rather Romans than barbarians; we value some kinds of experts; we allowed forty acres at the World's Fair for the display of the cattle-breeders' art—and two acres for a display of education.

Perhaps after all these are extreme illustrations of the relative proportions of material and intellectual interests. Perhaps we may find the status of teachers more important than we imagine. Let us proceed to consider three points in regard to it: first, how far teachers practice a profession; second, how far they are recognized as experts; and, third, what may be done to improve the profession.

There are three principal marks of a profession: that it should be a permanent calling taken up as a life-work; that it should

require special and intellectual training ; and that there should be among members a feeling of common interest and some organization. When we attempt to apply these criteria to the teachers there is certainly some doubt whether we form a profession or no. The teacher's calling is well-known to be less permanent than others. For more than a century teaching has been considered in this country, what it could hardly be in any other country, a makeshift for young men who expect to enter law or medicine. Undoubtedly this system of combining self-education with the education of others has made it possible for many young men to climb the difficult lower stairs of other professions. Two presidents of the United States, John Adams and James Garfield, began their career in this fashion. The conditions are now changing ; the colleges used to have a system of vacations which permitted its students to teach a part of every year. Perhaps that was as good a way of earning money as waiting at summer hotels or acting as guide at a World's Fair; but the colleges no longer suffer the interruption. More and more young men enter upon teaching with the expectation that they well follow it steadily ; and so far forth the profession gains ground. On the other hand, we in America have large bodies of women teachers ; and to them no profession has the same permanence as to a man, the "epidemic of matrimony" sometimes makes inroads on the teaching force in every grade. A few months ago the President of the oldest and one of the best women's colleges in America was in a comical state of mingled wrath and amusement because one of his professors had, a few days before the beginning of the college year, resigned her place, in order to be married.

When we come to technical training, the teachers stand below other professions. Only very recently have there been opportunities in America for a training corresponding to that of the law, medical, or theological student, or of the West Point Cadet. I do not mean to leave out of account the system of Normal Schools which has done so much to disabuse Americans of the idea that any fairly intelligent person is suitable as a teacher. It seems, however, that the Normal Schools at present occupy the same position as the old Medical Schools, which gave diplomas after attendance on two courses of lectures. The Normal Schools have tried to do two things at once, and have done neither of them with complete success ; they found it necessary to offer a

general course because of the imperfect preliminary education of many students who came to them ; and at the same time they have tried practical training ; the general course has been on too narrow a basis, and the practical part has been taught too much by lecture and demonstration, and too little by actual practice. Nor do the college courses in pedagogy entirely fill the requirement of higher professional training ; they can test the general acquirements of students ; they can point out the development of the human mind and suggest the best ways of participating in that development ; they can give a wide outlook over previous experiments in education ; their great danger is of running into what the Germans call "methodologie." Practical training in teaching seems to me like that in another science which makes the colleges known throughout the Union—the science of football. The good teacher needs strength and quickness of mind ; he needs an acquaintance with the rules of the game ; above all he needs personal contact with the problems of his calling. It is impossible to educate a teacher without associating him in some way with those who are to be taught, just as it is impossible to make a good football eleven by studying the rules of the game and looking on from the edge of the crowd. A normal school or a college course without actual classes of children is like football practice with a dummy in a gymnasium. The last element of professional training, professional organization and association, has made great advances in the last four years.

Such, then seems to be the opinion which we teachers hold of our calling ; it is not always permanent ; we are not always well trained ; but we have a strong and growing feeling of *esprit du corps*. What does the community think of us ? In one respect at least teachers are looked up to as professional experts ; they are generally considered men of learning. There is a much greater respect throughout the country for educated men than they themselves observe. A few months ago a young lawyer in New York City was designated as an agent of a municipal reform association at one of the polling places in the lower part of the city. On appearing he found his rivals disposed to hustle and maltreat him ; presently "Paddy Divver" the renowned police justice, appeared as chieftain of the opposite host ; on learning who the young stranger was, and finding that he was an educated—and withal an agreeable, young fellow—Paddy magnanimously took

him under his wing ; issued strict orders that he should not be molested ; gave him an excellent Tammany lunch ; and parted with an assurance of his personal friendship. He had nothing to gain except the good will of the man whose advantages he respected. From the district school where "the teacher says so" is a decisive argument in domestic affairs, to the gentleman who has discovered an infallible means of predicting the weather and asks the Board of Overseers of Harvard College to test and certify to his fame, there is a disposition to look upon educators as more learned than other professional men. This privilege, however, applies only to literary subjects ; treated in a general manner, we are allowed to state the height of the Washington Monument, but to apply the character of Washington as a criterion for modern statesmen is a descent into politics.

What we desire is not that people should look upon us as encyclopaedias of learning, but that they should ask and take our advice upon strictly professional matters, such as school organization, courses of study, and school methods. The real difficulty here is the close connection between the public schools and the state. The teachers are not considered members of an independent profession, asserting their own standards, but as employees of the government ; they are not retained like lawyers, but hired like letter carriers. Furthermore, since education is a public matter, education is considered the gift of the government, to be divided per capita among the children in such a manner that the bright and the dull shall get the same amount in the same time, under the same system. That notion goes very deep. Congress looks upon the scientific man in the Smithsonian and instructors in government schools, as persons to take orders and not to make suggestions. Teachers throughout the country have little influence over the organization of their own schools, and still less over the selection of their own associates.

On this point our position is more difficult than that of other professions ; lawyers have a bar examination, which they themselves administer ; doctors, in the older states, have a high professional standard of education and will eventually reach a state examination. We are betrayed by our own higher institutions : you may count almost on one hand the colleges and even universities in which the faculties are the main-spring of the system. In Cornell, Columbia, Yale and Harvard the faculty does decide

on its own methods ; and at Yale and Cornell on its own members. The success of those great universities is in part due to the independence of their teachers. Even the Overseers of Harvard University, though enlightened and public spirited men, chosen by the suffrage of the graduates, have very little control over the University. Had they more power, they might make it better, they certainly would make it different. A few of the endowed schools have a faculty with power ; but in public schools there is almost always an administrative system. If the principal of the grammar school never asks the opinion of his teachers : if the head-master of a high school never takes council with the sub-masters, why should principals and masters expect to be consulted by school boards? Our idea of school organization is paternal : it reminds one of the Presbyterian's elaborate description of his own church government : "And thus you see," said he, "our General Assembly, our Presbyteries, our Synods form a system of wheels, working within wheels." "Yes," said a good Methodist brother, "and all these wheels to grind the people with."

It is true that the taxpayers raise the money, and that it is necessary for the public interest that they should have a voice in its expenditure ; it is true that we need the criticism of the intelligent laymen. But our schools and particularly the public schools would be much better administered if the Boards of Education were content with supervising the Superintendent, and would give the teachers more voice in their own system ; if Superintendents were content with superintending methods and would leave details to the masters ; and if the masters would call their teachers into consultation.

In any case we do ask that our opinions may have weight in the details of the schools, and especially over the selection of studies. Here if anywhere experience and observation ought to tell, and here we teachers are in part responsible for the defects of the present system. To be sure many teachers are caught in the meshes of a system which they did not make, and against which they struggle. Nevertheless, an evidence of life in other professions is eagerness of their members to adopt improved methods and to extend them. The author of a legal treatise on a new system at once acquires reputation in the profession ; the leading physician is usually the man who is most ready to try

new remedies ; the more conservative profession of the ministry blossoms out with suggestions of institutional churches and other novel devices for extending the work. Teachers are too apt to look upon the teacher who points out flaws as a spy in the camp. We ought to be constantly suggesting improvements in our own work, and we ought to accept outside criticisms as an evidence of public interest. Woe to the schools in which teachers or administrators consider any part of the system "perfect" !

Nor is content with imperfection the only danger of the schools: a fixed and artificial system of education not only benumbs the teachers, it also creates a distrust in the minds of the public. Some very excellent and sincere educators have worked out elaborate theories in which the schools are fitted together like the trusses of a bridge : the primary schools, they tell us, are to teach a knowledge of things ; the grammar schools, a knowledge of relations ; the high schools, applications of knowledge ; and the work in each grade is to be arranged accordingly. Such wire-drawn formalism brings the school into discredit. The human mind develops on all sides at once ; astronomy may be a suitable study for primary schools : and word building is a useful exercise in graduate schools.

The most technical part of the teacher's work is his method of teaching ; here again the profession suffers from itself. The general public feels that we use a lot of professional cant ; that certain stock phrases are used to cover a plentiful lack of wit. The spirit of a profession may fairly be gauged by its periodicals; the lawyers, the doctors, the ministers discuss the technicalities of their professions in sober, dignified, and literary fashion. It must be confessed that many of the educational periodicals suggest inferior education: they abound in small gossip, in laudatory book notices, in free-and-easy conversational editorials. It would be unfair to hold the publishers wholly responsible for this sort of journals, because they adapt their wares to the markets. It must be the teachers who subscribe for, and support, what might not inappropriately be called the " trade journals of education." One of our present encouragements is the establishment in the United States of several periodicals of the highest order, suitable exchanges for the best journals of other countries.

In what way may the professional status of the teacher be improved? That it is rising is shown in many ways, especially in

the better provision for thorough training. In the first place the Normal Schools are improving, in the second place a scientific study of pedagogy is slowly gaining recognition as a part of University instruction, a third method is starting up of which a special advantage is that it may be applied to teachers who have already begun their work. This is the system of training courses established for teachers by colleges and technical schools. The Lowell Institute has for several years provided lecture courses for teachers in connection with the Institute of Technology of Boston; Harvard University is this year offering courses to the Grammar School teachers of the city of Cambridge, which are still more practical because they include laboratory exercises. This is a kind of university extension in which many colleges might be useful, and which many School Boards might well accept and pay for. In Cambridge so far but three courses have been offered, geometry, physical geography, and experimental physics; the system may perhaps be extended to include the more familiar branches. The probable effect in bringing about a feeling of harmony and mutual interest between the colleges and schools is too evident to require discussion.

In some one of the three ways, by normal schools, courses in pedagogy, or practical training courses, greater professional advantages are obtainable: more than that, they are obtained. The planting of Johns-Hopkins University twenty years ago has given a different trend to the preparation of teachers for colleges. There is hardly a good college in the United States at present which will give any man a permanent appointment unless he has special training in American or foreign Universities, after finishing his college course. The principal is extending into secondary schools; and the time is not far distant when a mastership in any good secondary school in New England can be had only by a person specially fitted for the work which he proposes to do. The influence is likely to spread still further and we shall surely have a body of highly educated and trained teachers below the High School. At this moment there are in the Cambridge Grammar Schools several teachers who hold the degree of A.B. from a good college; and the number of such thoroughly educated teachers is certain to increase.

Our standing before the community may also be much improved by a less self-satisfied tone. We are engaged in an ex-

cellent and honorable calling ; we have chosen it because we think it for us the best and the most useful ; but teachers are entirely too apt to congratulate each other on the grandeur of their opportunities and the greatness of their sacrifices. We are not highly paid in comparison with our friends and class-mates who began the race with us ; we are subject to vexatious uncertainties as to tenure and promotion. But we have three months vacation in the year ; we have fixed salaries instead of fees or donation parties ; and we are able to arrange much of our own time. We look, and are, a contented body of men and women ; let us accept our content.

Another way to improve our position is to recognize the problem of education which lies before us. An esteemed correspondent from another state recently wrote : "I think we have touched the bottom of inequality and are now well on our way toward another grand equality. . . . One object of free public education should be to make men equal and not unequal." That proposition is in the wrong spirit. It is no part of our profession to reorganize the Universe. We are put here, like the doctors, to take people as we find them, and to make the best that we can out of every one. A good physician treats a weak and sickly child as one requiring special attention : he thinks he is doing well if he brings him to the point where by taking care of himself he may live very simply and quietly. The stronger and more vigorous boy may be a subject for the sharper discipline of rough and hearty boyish sports. But if we wish to produce a transcendent character like the stroke oar of a victorious crew, we must catch him early and train him hard. There is no other profession that does not seek out the best young minds and give them the best opportunities that the country affords. We shall never be a profession if we do not take each child as we find him, and give him all the training that his mental powers allow, up to the point reached by our schools.

The status of teachers would be much improved if we could reach the foreign system of a rigorous state examination, which could not be passed without special training, and without which no person could be appointed as teacher in any advanced school. That is a result very difficult to accomplish : the bar has gained it ; the medical men may reach it ; the teachers, at least in some states, might bring it about if they, themselves, would clamor

for it. Our system of schools conducted exclusively by local boards, with little suggestion and no control from the state, has great advantages ; it promotes healthy rivalries, allows for peculiar circumstances and cultivates lively public interest. None of these advantages would be lost by a system of state examinations ; and we should oblige all the local boards to build with well shaped materials.

The members of the profession are already doing all that can be expected in the way of organization and association ; the knowledge of improved methods spreads rapidly through teachers' associations, and through the better journals, from town to town and from state to state. What is now needed is to apply the principle of association to bring nearer together the teachers who are nearest together ; the teachers in one building, or in one city. This does not mean simply the outward contact of teachers' meetings, but the establishment of some kind of joint and several responsibility, some faculty system. The difficulties in the way of such a system are very serious. The adoption of departmental instruction in Grammar Schools—which seems impending—would help out this reform ; but the real trouble is not so much a lack of organization as of enlightened public sentiment. In this, as in many other improvements, we are in the hands of that near-sighted giant, the Public ; he moves us about like chess men on a board ; he is responsible for most of the evils which we have discussed. We feel toward him as the Red Queen felt when she was suddenly transported to the mantel-piece, and with her we cry out to our colleagues : "Mind the Volcano!" But he is a good natured and well meaning giant, susceptible to good advice. He likes to see his creatures doing something and is willing that they should improve. Good Public, give us elbow room ! Do not insist on uniformity, the great bane of American education ! Do not make a solar system of our schools, with superintendents as force-giving suns, masters as light-reflecting planets, and teachers as automatic satellites or asteroids ! Give us an opportunity to think, to suggest and to criticise, without our heads rolling off ! We will repay you by preparing for our profession, practicing it modestly, and constantly raising our own standards of efficiency. You give us your children to educate ; give us more freedom, so as to educate them well !

—Albert Bushnell Hart.

Harvard University.